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ABSTRACT

In its final year of a 2-year funding cycle, the Cooperative Work-Study Program for Bilingual Students offered bilingual instruction, career exploration programs, and supportive services to approximately 220 students in grades 9 through 12 at a high school in Bronx, New York. Almost all students were Hispanic and most were non-native born and of limited English proficiency. The program goal was to develop students' proficiency in English and to increase their career awareness, while preserving students' native language and culture. In English language development, students surpassed the proposed objectives. Posttest means in reading and writing were significantly greater than the pretest means; in mathematics, posttest scores were significantly greater than pretest scores. When compared with mainstream students, program students had a significantly higher pass rate in English courses, in global history, and in spring semester mathematics courses. A higher proportion of program students passed teacher-designed biology tests and native language arts classes. Program students had a higher rate of attendance than the school population as a whole. Recommendations for improving future programs are given, primarily involving expanding and redirecting career exploration and orientation. (CG)

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EVANDER CHILDS HIGH SCHOOL

COOPERATIVE WORK-STUDY PROGRAM FOR BILINGUAL STUDENTS

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Admininstrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: G00-820-2290

EVANDER CHILDS HIGH SCHOOL

COOPERATIVE WORK-STUDY PROGRAM FOR BILINGUAL STUDENTS

1983-1984

Principal:
Wilbur Klein

Project Director:
Vincent Saetta

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A SUMMARY OF THE REPORT

In its final year of a two-year funding cycle, the Cooperative Work-Study Program for Bilingual Students continued to offer programs of bilingual instruction and career exploration, as well as supportive services to approximately 220 students in grades nine through twelve. Virtually all the students served were Hispanic and most were of limited English proficiency (LEP). Approximately 80 percent were born outside the continental United States.

The program goal was to develop students' proficiency in English and to increase their career awareness. The instructional approach was based on students' English proficiency: students who were least proficient in English were taught primarily in Spanish; students with greater proficiency were taught in English. In addition to receiving English as a second language (E.S.L.), native language, and bilingual content-area instruction, all students were offered a number of supportive services such as academic counseling, referral services, career and vocational guidance, individualized tutoring, and family contacts.

Title VII supported the administrative and support services staff. Instructional positions were funded by tax-levy dollars. Supplementary funding was provided by Chapter I. This year, the project developed curriculum materials in algebra, biology, global history, American government, and E.S.L. (three levels). Staff development activities included monthly department meetings and workshops. Parents participated in an advisory committee and monthly two-hour training sessions. The program sponsored both simulated and actual work experience activities to complement the academic program.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST], the Regents Competency Tests in reading and writing, and teacher-made tests); mathematics (teacher-made tests and the Regents Competency Test in mathematics); social studies, science, and native language studies (teacher-made tests); and attendance (school and program records). A quantitative analysis of students' achievement data indicates that:

--Overall, program students surpassed the proposed objective for CREST achievement by mastering 2.9 objectives per month in the fall and 1.6 objectives per month in the spring.

--Posttest means on the Regents Competency Tests in reading and writing were significantly greater than the pretest means, well beyond the targeted .05 level of significance.

--Passing rates for program students in English courses were significantly higher than those of mainstream students.

--Post-test scores on the Regents Competency Test in mathematics were significantly greater statistically than pretest scores.

--The passing rates of program students were significantly higher statistically in spring mathematics courses than those of mainstream students. No significant difference in passing rates was found in the fall semester.

--Although the proportion of program students passing teacher-made biology tests was higher than that of mainstream students in both the fall and spring, the differences were not statistically significant.

--Program students manifested significantly higher passing rates than did mainstream students in global history. No significant difference was found between the passing rates of these two groups in American studies.

--A higher proportion of program students passed native language arts courses in both fall and spring than did mainstream students.

--The attendance rate of program students was higher than that of the school population as a whole.

The following recommendations are aimed at improving the overall effectiveness of future programs at the school:

--Developing a more extensive program for LEP students containing courses beyond the current first-year level offerings.

--Providing students and their parents with an orientation to the general situation of the current job market and the developing economy.

--Orienting students towards careers beyond the lower echelons of the service sector and those requiring advanced training.

--Focusing staff development activities on general economic and job trends to enable them to provide students with long-term survival skills.

--Contacting other schools with career orientation bilingual programs to obtain quality curriculum materials in the students' native language.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. She has been assisted by Ida Heyman, who has integrated material into the reports and Adrian Bennett, who edited it. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	The School Site	1
	Demographic Characteristics	2
II.	STUDENT CHARACTERISTICS	3
	Population Served	3
	Language Dominance	4
III.	PROGRAM DESCRIPTION	9
	History	9
	Philosophy	9
	Organization	10
	Personnel and Funding	10
	Goals and Objectives	12
	Placement and Programming	13
	Mainstreaming	13
IV.	FINDINGS	14
	Instructional Component	14
	Non-Instructional Component	26
V.	CONCLUSIONS AND RECOMMENDATIONS	34
	Conclusions	34
	Recommendations	36
VI.	APPENDICES	38

LIST OF FIGURES AND TABLES

		PAGE
Figure 1:	Organizational Chart: Title VII Cooperative Work-Study Program.	11
Table 1:	Number and Percent of Program Students by Country of Birth.	5
Table 2:	Number and Percent of Program Students by Sex and Grade.	6
Table 3:	Number of Program Students by Age and Grade.	7
Table 4:	Time Spent in the Bilingual Program.	8
Table 5:	Results of the Criterion Referenced English Syntax Test.	16
Table 6:	Reading, Writing, and Mathematics Achievement	18
Table 7:	Comparison of Program and Mainstream Students' Passing Rates on Teacher-Made Examinations.	20
Table 8:	Average Daily Attendance at Evander Childs High School.	30
Table 9:	Percentage of Discharges at Evander Childs High School.	31

EVANDER CHILDS HIGH SCHOOL

COOPERATIVE WORK-STUDY PROGRAM FOR BILINGUAL STUDENTS

Location:	800 Gun Hill Road, Bronx, New York 10467
Year of Operation:	1983-1984, second and final year
Target Language:	Spanish
Number of Students:	220
Principal:	Wilbur Klein
Project Director:	Vincent Saetta

I. INTRODUCTION

The Cooperative Work-Study Program for Bilingual Students at Evander Childs High School is in the final year of a two-year Title VII funding cycle. The project is served by a full-time project director and his assistant, and is integrated with the school's tax-levy bilingual program. The primary purpose of the program is to introduce limited English proficient (LEP) students to the world of work by providing information about jobs and careers, and by assisting students to find part-time employment.

THE SCHOOL SITE

Evander Childs is a large urban high school located in the Northeast Bronx. Its setting is typical of outer borough areas of New York City. It is located in a neighborhood of one- and two-family homes situated in the middle of blocks whose corners are occupied by larger, multiple-story apartment buildings. The school building is a large structure occupying an entire block on a wide avenue. Its appearance is pleasant, with trees and a well-trimmed lawn in front. The interior of

the school is clean and neat. One does not see an unusual profusion of guards and gates, or other evidence of overwhelming discipline problems.

DEMOGRAPHIC CHARACTERISTICS

The school has a total enrollment of nearly 3,500 students, of whom 65 percent are black, with about 31 percent Hispanic, and the rest white or of other ethnic groups. The project director noted that these figures reflect the demographics of the Northeast Bronx generally, where, in recent years, there has been a significant northward migration of Hispanics from more southerly parts of the Bronx, as well as an increased immigration from Spanish-speaking countries.

The students at Evander Childs generally come from lower middle class families or from families of the working poor. About one third of these families receive federal assistance, and are eligible for the free lunch program. About 45 percent of the students in the school are two years below grade level in mathematics and English, as measured by standardized tests. These figures are typical of high schools in the Bronx, according to the project director. There is also a 50 percent turn-over rate of students from year to year.

The project director noted that 60 percent of the students enrolled in bilingual education programs in the school are foreign-born, and 40 percent are U.S.-born. The project director also pointed out that, in general, those students who have been in the United States longer do better in school. Those who have not been in this country for very long have a more difficult time in finding employment.

II. STUDENT CHARACTERISTICS

The Cooperative Work-Study Program served a total of 206 students in the fall term, and 220 students in the spring. Virtually all the students were Hispanic and, according to the project director, about 80 percent were born outside the continental United States (see Table 1). Some program students have never been in a U.S. school before, but many come from schools in other parts of the Bronx, reflecting the steady northward migration of Hispanics toward the Northeast Bronx where the school is located.

The project director reported that most students speak to each other in Spanish, particularly when they first come to the school, but that after spending two or three years in the school, they can be observed using English with each other. A member of the evaluation team who visited the school noted that generally the students used Spanish for informal conversation with each other, both in and outside class, and a mixture of Spanish and English (code-switching) when discussing material from lessons.

POPULATION SERVED

The Title VII program serves only those students who are either currently enrolled in the school's tax-levy bilingual program or who were formerly enrolled in that program. According to the project director, the Title VII program served 96 students who were currently enrolled in the tax-levy bilingual program, and 124 students who had formerly been enrolled in the tax-levy bilingual program, for a total of 220 students.

Of the students enrolled in the Title VII program during the spring term, most were either freshmen or sophomores (see Table 2). Almost 60 percent were overage for their grade placement (see Table 3), and 60 percent had entered the program at various times during the academic year (see Table 4).

LANGUAGE DOMINANCE

Based on results of the Language Assessment Battery (LAB) test, the Title VII program classifies students as follows:

Spanish-Dominant Group. This includes those students who scored below the eleventh percentile on the English version of the LAB. These students receive bilingual instruction in content-area courses, as well as instruction in English as a second language (E.S.L.).

English-Dominant Group. This includes those students who scored between the eleventh and the twenty-first percentile on the English LAB. These students also receive both E.S.L. instruction and bilingual instruction in content-area courses, but the amount of Spanish used in bilingual instruction is reduced, and the amount of English use correspondingly increased, as compared to the Spanish-dominant group. This category is really a misnomer, as students who are below the twenty-first percentile on the LAB can hardly be called English dominant.

Opted-in Group. Students are placed in this group if they score above the twenty-first percentile on the LAB, but are still regarded as needing additional support in English, as provided through E.S.L. instruction.

The proportion of students by group was: 42 percent in the Spanish-dominant group, 27 percent in the English-dominant group, and 31 percent in the E.S.L. group.

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	82	74
Dominican Republic	26	15
Haiti	6	3
Cuba	2	less than 1
Honduras	2	less than 1
Guatemala	1	less than 1
El Salvador	3	2
Panama	1	less than 1
Colombia	2	less than 1
Ecuador	7	4
Paraguay	1	less than 1
Central and South America (country unspecified)	1	less than 1
United States	34	19
Korea	2	less than 1
India	2	less than 1
Other Middle East	3	2
TOTAL	175	100

- Over ninety-three percent of all program students are native speakers of Spanish. Most students in this group are from Puerto Rico.
- Three percent of all program students were born in Haiti and are native speakers of French Creole.
- The remaining group of students are comprised of small numbers of students from Korea, India, and the Middle East.

TABLE 2

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	29	51	28	49	57	33
10	18	26	51	74	69	40
11	15	40	22	60	37	22
12	5	56	4	44	9	5
TOTAL	67	39[a]	105	61[a]	172	100

[a]Percent of program students.

- There are more females than males in the program.
- The largest number of students is in grade ten.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	3	0	0	0	3
15	11	8	0	0	19
16	17	27	0	0	44
17	17	22	16	0	55
18	7	19	8	5	39
19	0	3	5	0	8
20	0	0	2	1	3
21	0	0	0	0	0
TOTAL	57	69	36	9	171
Overage Students					
Number	41	44	15	1	101
Percent	72	62	41	11	59

Note. Shaded boxes indicate expected age range for grade.

- The majority (59 percent) of program students are overage for their grade.
- The highest percentage of overage students is in the ninth grade (72 percent); and the percentage decreases as grade level increases.

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TABLE 4

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	27	38	31	8	104
1 Academic Year	31	34	7	1	73
TOTAL	58	72	38	9	177

[a]Rounded to the nearest year.

- All students were reported as having been in the program for one year or less.
- One hundred and four students (59 percent) spent less than one year in the program.

III. PROGRAM DESCRIPTION

HISTORY

During the first year of the Cooperative Work-Study Program (1982-83), the project director also served as director of the tax-levy bilingual program. At his request, the assistant principal for foreign languages became director of the bilingual program, allowing the project director to devote his full attention to the Title VII students.

PHILOSOPHY

The Cooperative Work-Study Program stresses a transitional approach to bilingual education which focuses on the importance of acquiring English language skills and an orientation to American culture, while preserving students' native language and culture. The transitional approach is stressed by the school administration which identifies English learning as the major instructional concern of all bilingual programs in the school. Therefore, mainstreaming students into regular English instruction is a program priority.

Other components of the program include the development of students' work-readiness skills, career internships, and job placement into paid positions. According to the project director, "the major thrust of the second project year has been in the area of providing job contacts and actual employment for students in the program." This is in keeping with the goal of the program to prepare students for the world of work by providing both information about that world and helping students acquire the skills they will need to enter it. The practical experience they

can obtain from holding a job can extend the knowledge and skills they have already acquired in the instructional program.

ORGANIZATION

The project director is responsible for operation of the Cooperative Work-Study Program, and supervises the project assistant. The project director is supervised by the school principal, and cooperates with various assistant principals in coordinating operations of the Title VII program with the tax-levy bilingual program, content-area instructional programs, and the school guidance program. Figure 1 shows how the program is administered.

PERSONNEL AND FUNDING

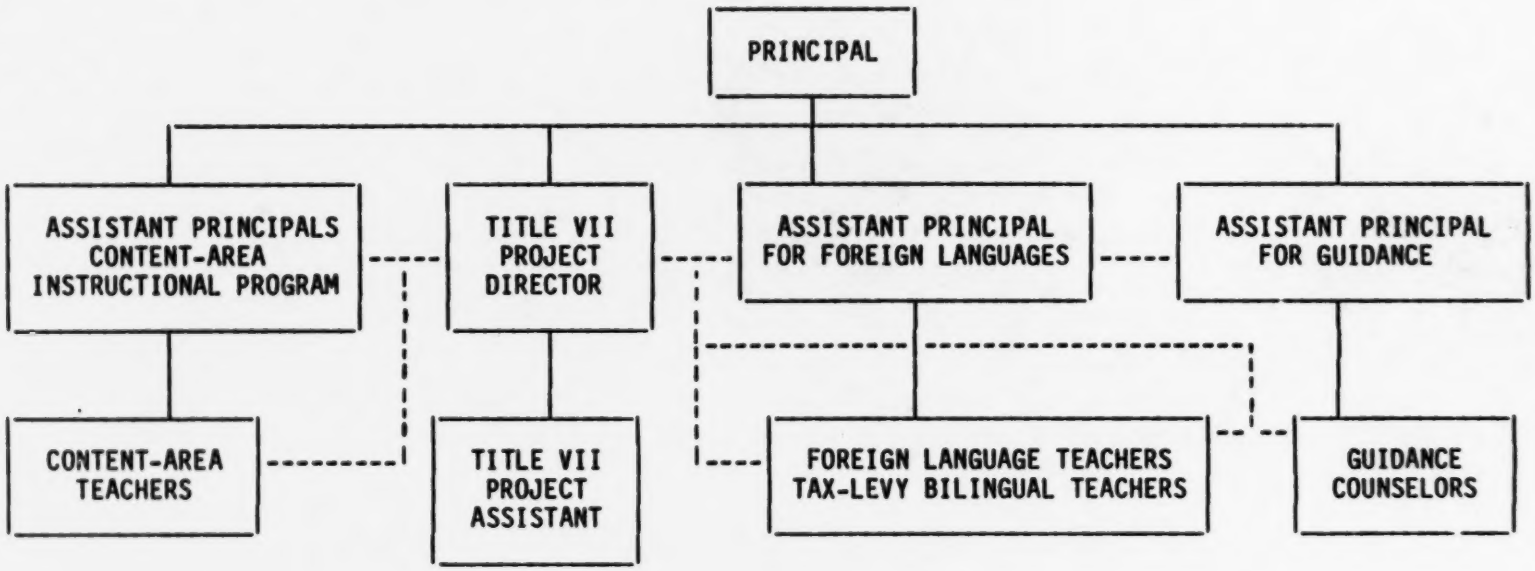
Title VII Personnel

Title VII funds two full-time positions, the project director and his assistant. Tax-levies support other services provided to Cooperative Work-Study students, such as bilingual content-area teachers and guidance counselors.

The project director has a master's degree in English and a doctorate in educational administration. He has 18 years' experience as a professional educator, and although he is not fluent in Spanish, he has four years' experience with bilingual programs as well as in E.S.L. instruction. It can be noted that he is highly regarded by the school administration and is well-liked by students in the Title VII program. A member of the evaluation team observed that when the project director entered a classroom the students applauded him.

FIGURE 1

Organizational Chart: Title VII Cooperative Work-Study Program



_____Direct Supervision

----------Cooperation and Communication

The project assistant has an associate of arts degree and twelve years' experience in education. She is certified as a paraprofessional by the United Federation of Teachers.

Non-Title VII Personnel

Appendix A provides information on the experience and training of other staff serving the Cooperative Work-Study Program students. It can be noted that, in general, the teaching and counseling staff have several years' experience in bilingual education, and that all hold master's degrees. It should also be noted, however, that only one E.S.L. teacher is actually certified to teach E.S.L. The assistant principal for foreign languages noted this and indicated plans for assigning foreign language teachers certified in E.S.L. to take over some of the responsibility for E.S.L. classes.

GOALS AND OBJECTIVES

In accordance with its philosophy, the program's goal is to facilitate the students' transition to full participation in mainstream classes, while providing them with the knowledge and skills that would help them enter the world of work.

Specific objectives include facilitating students' academic achievement in English reading and writing skills, math skills, Spanish language, science, and social studies. In addition, the program aims to improve job-placement opportunities while helping students gain greater self-awareness through work-readiness skills and work-study skills activities. Finally, the program aims to improve student attendance. Student achievement of these various objectives was measured by a variety of

standardized tests, attendance records, and job placement records. Results of these measures are discussed in appropriate sections of this report describing the instructional and non-instructional components of the program.

PLACEMENT AND PROGRAMMING

Students are placed in the program on the basis of the following criteria:

--a score below the twenty-first percentile on the Language Assessment Battery (LAB);

--results of the Criterion Referenced English Syntax Test (CREST) to facilitate placement in E.S.L. classes; and

--consultation with teachers and counselors.

MAINSTREAMING

Transition to English-only classes is the main objective of the tax-levy bilingual program at Evander Childs, and this approach to mainstreaming is shared by the Title VII program. The school principal noted that students who have not achieved above the twenty-first percentile on the LAB by the end of the first year are encouraged to opt out of the program, either by entering mainstream classes in the school, or by leaving the school to attend another school that has a more extensive bilingual program. Parents are called in for conferencing and these options are explained to them. At present there are no bilingual courses for students who might wish to stay in the program a second year, according to the director of the bilingual program, who also noted that there are not enough eligible students at Evander Childs to justify development of a more extensive bilingual program.

IV. FINDINGS

The evaluation findings are based on standardized test results, the examination of program materials and records, a site visit, and interviews with relevant personnel. Findings are reported in this section under the two categories of instructional and non-instructional objectives. Instructional objectives include improvement in academic skills, attendance, and job-related skills and knowledge. Non-instructional objectives include curriculum development, teacher training, parental involvement, and activities to develop students' sense of pride and self-esteem.

INSTRUCTIONAL COMPONENT

Program students are offered courses in E.S.L., bilingual content-area courses, and native language arts courses in Spanish. In addition, a number of specialized electives in such areas as typing, computer literacy, and accounting are also offered. Tables displaying courses offered in fall and spring terms, with enrollment figures and other pertinent information can be found in Appendix B. Information regarding the accomplishment of specific instructional objectives within each instructional area is provided below.

E.S.L.

Courses are offered in beginning, intermediate, and advanced E.S.L. Placement at each level is determined by scores on the CREST, and through consultation between the project director and E.S.L. teachers. A member of the evaluation team visited a beginning E.S.L. class and noted that instruction focussed on discussion of specific features of English, rather than on drill or practice. For example, the teacher explained

the meanings of various English words, but little opportunity was provided for students to use these words in English sentences. Although project staff noted that an audiolingual approach is typical of E.S.L. classes at Evander Childs, where the focus is on learning sequences of normal exchanges and on conversational practice, this approach was not apparent in this particular classroom.

Four specific project objectives are directly related to the E.S.L. instructional program. Data on accomplishments for each of these objectives are reported below.

OBJECTIVE 1: Program students will demonstrate a meaningful improvement in their mastery of English syntax.

Students' improvement on this objective was measured by examining gain scores on the Criterion Referenced English Syntax Test (CREST), Levels I, II, and III for both fall and spring semesters. Students were expected to master at least one CREST objective per month within each semester of instruction.

Data were available for 103 students in the fall semester (58 percent of the total number of students) and 138 students in the spring (77 percent of the total number of students). Examination of Table 5 reveals that students mastered an average of approximately 3.0 CREST objectives per month in the fall and 2.0 CREST objectives per month in the spring. The program objective was achieved both semesters.

There was a decrease in the number of objectives mastered per month from fall to spring, as students mastered a similar number of objectives in a longer period of time. However, students met the objective each semester at all levels.

TABLE 5

Results of the Criterion Referenced English Syntax Test

(Program Students Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	55	6.2	13.0	6.8	2.2	3.1
II	39	7.7	14.1	6.4	2.2	2.9
III	9	2.9	9.9	7.0	2.3	3.0
TOTAL	103	6.5	13.1	6.6	2.2	3.0
			Spring			
I	42	9.2	15.0	5.8	3.2	1.8
II	45	11.4	18.3	6.9	3.3	2.1
III	51	7.2	13.9	6.7	3.4	2.0
TOTAL	138	9.2	15.7	6.5	3.3	2.0

*Posttest minus pretest.

- In both fall and spring, students at all levels surpassed the goal of one objective mastered per month.
- Overall, the objectives per month achieved by all students decreased from 3.0 in the fall to 2.0 in the spring, as achieving a similar number of objectives in a longer period of time.

OBJECTIVE 2: Program students will demonstrate a significant improvement ($p < .05$) in their English language reading ability.

OBJECTIVE 3: Program students will demonstrate a significant improvement ($p < .05$) in their English language writing ability.

Objective 3 was not included in the original proposal to the Title VII funding agency, but is included here to direct attention to an important aspect of English language skills as they relate to both academic achievement and preparation for employment.

Student achievement on these objectives was measured by examining the difference between pre- and post-scores on the Regents Competency Tests (R.C.T.) in reading and writing administered in both the fall and spring semesters. In accordance with the project's stated objective of achieving statistically significant gains on the posttest mean, the data were analyzed using the correlated t-test model. Another index of improvement, the effect size, was computed by dividing the difference between pretest and posttest scores for each individual by the standard deviation of the differences. This provides an index of improvement in standard deviation units, and a change of 0.5 s.d. or larger is generally considered to be meaningful.

Table 6 presents the analysis of all program students for whom pretest and posttest scores were available. Posttest reading and writing means were found to be significantly greater ($p<.001$) than pretest means, well beyond the targeted 0.05 level of significance. The effect sizes (2.9 for reading and 2.3 for writing) indicate that the mean posttest gain is meaningful. The project objectives in reading and writing were met.

TABLE 6

Reading, Writing, and Mathematics Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Program Students with Full Instructional Treatment on the Regents Competency Tests

		Pretest		Posttest			
Test	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Effect Size
Reading	74	29.7	4.5	39.9	6.0	10.5**	2.9
Writing	71	44.1	6.1	57.7	8.5	13.6**	2.3
Math	74	32.3	7.1	42.6	7.6	10.6**	2.5

**Statistically significant at $p<.0001$

OBJECTIVE 4: A significantly greater proportion ($p < .05$) of program students will earn passing grades in their English courses in the fall and spring semesters as compared to a randomly selected group of mainstream students in the same grade and achievement levels.

This objective, not included in the original proposal, is included here because program students were offered additional courses in developing reading and writing skills in English, beyond E.S.L. courses funded through Chapter I or tax levy. The program's design called for a comparison of passing rates in English classes between bilingual and mainstream students. The statistical method used to evaluate this objective was a z-test* for the differences between two independent proportions. Table 7 presents student performance in English courses by semester. Also included in the same table are z-values, which indicate whether the difference between the passing rates for the two groups are statistically significant.

The revised program objective was achieved, as passing rates for program students were significantly higher ($z = 4.6$) than those of mainstream students.

*Bruning, James L. and Kintz, B.L., Computational Handbook of Statistics, 1968.

Table 7

Comparison of Program and Mainstream Students' Passing Rates on Teacher-Made Examinations

Course	Mainstream Students Number	Mainstream Students Percent Passing	Title VII Students Number	Title VII Students Percent Passing	z-Value
Fall					
English	403	62	105	84	4.6**
Math	397	47	75	53	1.2
Biology	760	54	77	57	0.5
Global History	490	53	75	69	3.2**
Spanish 5	694	74	71	80	1.1
Spring					
English	391	63	148	74	2.4**
Math	325	46	108	67	3.8**
Biology	530	52	60	68	0.9
American Studies	465	54	62	48	-0.5

**Statistically significant at the .01 level.

Bilingual Content-Area Courses

Program students were offered bilingual content-area courses in biology, social studies, and mathematics. It can be noted from tables of course offerings in these areas (Appendix B) that the language of instruction varied, depending on the abilities and needs of specific classes of students. Students who scored below the eleventh percentile on the English section of the LAB were grouped in classes where Spanish was used about 80 percent of the time. Students who scored between the eleventh and twentieth percentiles on the LAB were grouped in classes where English was used about 80 percent of the time. The time devoted to each language did not change from fall to spring semester, as reported by the project director. The percentages of curriculum materials used in each language corresponded exactly to the reported percentages of language use in each group, with 80 percent Spanish materials for the first group, and 80 percent English materials for the second.

A member of the evaluation team visited a Spanish-dominant mathematics class and two biology classes (one of the biology classes involved the English-dominant group, while the other involved the Spanish-dominant group). In the mathematics class Spanish was the only language used throughout the lesson.

In the English-dominant biology class, the teacher used English throughout the lesson, with occasional comments in Spanish. Students responded to the teacher in the same way, using mostly English, though they made occasional comments to each other in Spanish. Focus on the lesson was intensive, with about 99 percent of class time spent on

lesson-related tasks, as estimated by the observer from the evaluation team.

In the Spanish-dominant class in biology, English was again the primary language of use, though intermixed with moments of Spanish at varied intervals. The teacher followed three patterns of language choice. The first involved first using English to accomplish such lesson-related tasks as reviewing previous work, explaining current material, and asking questions. Each of these communicative functions was then repeated in Spanish by the teacher, although the observer noted that she did not always include in Spanish all of the content she had provided first in English. The second pattern involved short stretches of explanation or some other form of giving the lesson in Spanish only, with no translation into English. These stretches occurred rarely during the class period. The third pattern involved longer, and much more frequent stretches of English-only usage, with no explication in Spanish. Again, concentration on the lesson was intensive, with about 99 percent of the class time spent in lesson-related tasks. The observer noted that the teacher was able to maintain student interest consistently throughout the course of the lesson.

It can be noted that in all three classes what might be considered a relatively traditional approach to instruction predominated, with the teacher standing in front of the class and directing the majority of his/her discourse to the class as a whole, except to call individual students to the board to solve a math problem, or to question students individually in various parts of the lesson.

Student achievement in bilingual content-area courses was measured under a number of objectives as discussed below.

OBJECTIVE 5: Program students will demonstrate a significant improvement ($p < .05$) in their mathematics ability.

Achievement of this objective was assessed by examining the difference between pretest and posttest scores on the R.C.T. Mathematics Test administered in both fall and spring semesters. Results are presented in Table 6. A correlated *t*-test model was used to analyze students' gains in mathematics ability.

Posttest score gains were found to be statistically significant ($p<.01$) and the large effect size (2.5) indicates that gains of most individuals were similar to the mean gain. The project objective was met.

OBJECTIVE 6: A significantly ($p<.05$) greater proportion of program students will earn passing grades in their math course in the fall and spring semesters as compared to a randomly selected group of mainstream students in the same grade and achievement levels.

OBJECTIVE 7: A significantly greater proportion of program students ($p <.05$) will earn passing grades in biology during the fall and spring semesters compared to a randomly selected group of mainstream students in the same grade and achievement levels.

OBJECTIVE 8: A significantly greater proportion of program students ($p < .05$) will earn passing grades in global history during the the fall semester compared to a randomly selected group of mainstream students in the same grade and achievement levels.

OBJECTIVE 9: A significantly greater proportion of program students ($p < .05$) will earn passing grades in American studies during the the spring semester compared to a randomly selected group of mainstream students in the same grade and achievement levels.

OBJECTIVE 10: A significantly greater proportion of program students ($p < .05$) will earn passing grades in the Spanish language courses during the fall and spring semesters as compared to a randomly selected group of mainstream students in the same level of Spanish language courses.

Passing rates for program and mainstream students are presented in Table 7. Mainstream students' passing rates were provided by the project director. The statistical method used to evaluate these objectives was a z-test for the difference between two independent proportions.

The program objective for mathematics was met in the spring when program students' passing rate was 21 points higher than mainstream students and the difference was statistically significant ($z = 3.8$). No significant difference in passing rates was found between program and mainstream students in the fall semester.

Mainstream and Title VII program students were given the same examination each semester in biology I (fall term) and biology II (spring term). All tests were constructed by the science department faculty. Figures for mainstream students include Title VII program students.

The proportion of students passing teacher-made tests in biology was higher for the program students both in the fall and spring semesters. However, a z-test for the significance of the difference in passing rates was not statistically significant. Thus the objective was not met.

Mainstream and bilingual program students were also given the same department-developed examinations in the fall and spring semesters in global history and American studies, respectively. The resulting z values indicated that program students manifested significantly higher passing rates than mainstream students in global history. No significant difference was found between program and mainstream students' passing rates in American studies.

Program and mainstream students were generally enrolled in native language arts (N.L.A.) courses on different achievement levels. Mainstream and program students were enrolled in the same Spanish language course only in level 5 (fall). Therefore, mainstream and program students were not generally given the same examinations in Spanish each semester, and the significance of the difference in passing rates between the two groups was determined only for level 5.

The proportion of program and mainstream students passing native language arts did not differ significantly at level 5. Thus, at this level, the program objective was not met.

The program met objective 8, partly met objective 6, and did not meet objectives 7, 9, and 10. The difficulty in attaining the objectives stems from unrealistic wording. There is no reason to suppose that because students take courses in their native language (Spanish), they should have a "statistically greater" passing rate than similar mainstream students taking the same courses in their native language (English). The objective would be realistic if it stated that program students' passing rates should be "equal to or greater than" mainstream students' passing rates.

NON-INSTRUCTIONAL COMPONENT

The main activities of program staff outside the classroom include the development of curriculum materials, staff training, parental involvement, and supportive services aimed at enhancing students' career awareness and improving job skills.

Curriculum Development

During the 1983-84 school year, curriculum materials in Spanish were adapted from existing English materials in biology, math, social studies, and E.S.L. All materials were in use in classrooms, although E.S.L. materials were still in process of further development. A table displaying materials developed by the project can be found in Appendix C. In addition to instructional materials, other materials were developed to further students' career awareness. Upon examining these materials, a member of the evaluation team noted that some, such as the Career Exploration Booklet, contained errors in Spanish syntax, spelling, and usage. The program manual contained samples of various kinds of business letters in both English and Spanish. It was noted that the Spanish models were written in a Spanish that does not reflect the educated norms of the Hispanic community, although the English models were flawless.

OBJECTIVE 11: The cooperative work-study career-education curriculum will increase by 45 percent as measured by the end of the first year.

According to the project director, as a result of the bilingual curriculum specialist's participation in the curriculum development

component of the program, approximately 45 percent of the cooperative work-study career education materials were produced by the end of the second year. During the first project year, 55 percent of the materials were produced. Consequently, objectives for both project years were achieved.

OBJECTIVE 12: The major subject-area cooperative work-study career education curriculum will increase by 45 percent by the end of the first year.

According to the project director, major subject-area cooperative work-study curriculum development increased by 55 percent during the first year, and was planned to increase by 45 percent by the end of the second year. Apparently, this means that the curriculum was to be developed in two years, with 55 percent done the first year and the remaining 45 percent in the second year. However, the wording of the objective does not allow for an accurate direct assessment. Thus, the achievement of this objective for the second project year could not be measured with the available data.

Staff Training

OBJECTIVE 13: One hundred percent of the teacher training workshop meetings will have specific cooperative work-study career education curriculum development plans and activities during the second year.

Staff training activities included monthly departmental meetings, monthly workshops conducted by the project director, other staff, and invited guest speakers, and monthly demonstration lessons for teachers

in their classrooms provided by the project director with the aid of the project assistant. Subjects covered during monthly workshops for teachers, the bilingual guidance counselor, and paraprofessionals, included bilingual instructional methods, classroom management, curriculum development, and career infusion. However, we can not determine conclusively whether or not the objective was met from the data provided.

OBJECTIVE 14: As a result of the participation of the project director and the bilingual curriculum specialist in the development and implementation of a teacher training center component in the program, 75 percent of the participants will attend more than 75 percent of the workshop meetings during the second year.

Project staff and teachers serving program students attended at least 90 percent of the scheduled monthly meetings during the second project year. Attendance was documented through payroll rosters, sign-in sheets, and time cards.

Other staff development activities included attendance by the project director at a number of workshops held outside the school, including a workshop on the New York City Consent Decree regulations, symposia on the Language Assessment Battery test and LAU reports, and on Title VII proposal writing. All of these training activities were offered by the New York City Board of Education, Office of Bilingual Education.

Parental Involvement

OBJECTIVE 15: As a result of the participation of the project director and curriculum specialist in the development and implementation of a parental involvement workshop component of the program, 100 percent of the workshop meetings will have specific cooperative work-study and career education curriculum development plans and activities for participants during the second project year.

One two-hour training session for parents was held each month during the second project year. All meetings had an agenda, minutes, and publications identifying specific training program activities. In addition, Parent Advisory Committee meetings were scheduled at the same time in order to accommodate attendance to these meetings during daytime hours.

OBJECTIVE 16: As a result of project and curriculum specialist participation in the development and implementation of a parental involvement workshop component of the program, 75 percent of the participants will attend more than 75 percent of the workshop meetings scheduled for the second year.

According to the project director, 100 percent of the participants identified on a list developed by the Parent Advisory Committee attended at least 85 percent of the scheduled meetings for the second project year. Documentation was based on parent sign-in sheets.

Other Support Services

The Cooperative Work-Study program stresses the importance of developing a sense of pride and self-worth in the program students. Students are encouraged to view bilingualism as life-enriching and of great help for future employment opportunities. A number of supportive services and activities were offered to program students to further the achievement of these goals. These included counseling, referrals, family contacts, career and vocational guidance, and individualized tutoring.

On a weekly basis, the bilingual guidance counselor provided academic and personal counseling, and career orientation. She also provided

monthly orientation sessions on various educational programs and high school diploma requirements. The project director provided college advisement, and helped place students in private and public sector jobs or internships.

OBJECTIVE 17: As a result of participating in the Bilingual/E.S.L. program, and/or the Title VII Cooperative Work-Study Program, students will improve their attendance while they are gaining greater self awareness through improved critical thinking in the improvement of their limited English proficiency.

The rate of daily attendance of the bilingual program students is higher than that of the school population as a whole. Table 8 displays comparative rates of attendance for the two groups for the 1982-83 and 1983-84 school years.

TABLE 8

Average Daily Attendance at Evander Childs High School

	Percentage of Students Attending	
	School-wide	Bilingual Program
1982-1983	74.4	92.4
1983-1984	71.9	86.5

Retention rates of students in the bilingual program can be considered another relevant measure of student interest in the program. Discharges of Hispanic students occur at Evander Childs at a slightly higher rate than discharges in the school population as a whole. However,

discharges of those Hispanic students enrolled in the bilingual program occur at a lower rate than the population of the school as a whole. Table 9 provides comparative data provided by the project director on discharges within the total school population, among Hispanics, and among bilingual program students for both the 1982-83 and 1983-84 school years. It can be noted that, while discharges increased from the 1982-83 year to the 1983-84 year for the student population as a whole, as well as for the Hispanic students overall, discharges of students enrolled in the bilingual program decreased during that same period.

TABLE 9

Percentage of Discharges at Evander Childs High School

	1982-1983		1983-1984	
	Total Students	Percent Discharged	Total Students	Percent Discharged
School-wide	3,678	28%	3,481	35%
Hispanics	874	31%	896	36%
Bilingual Program Students	112	13%	97	11%

A key component of the non-instructional activities of the Cooperative Work-Study Program, particularly in its effect on the students'

self-esteem and general understanding of their opportunities in the world of work, is the extensive program for disseminating information about job and further educational opportunities, coupled with job counseling and assistance in seeking employment. Some 60 guest speakers visited the school during the year. These included representatives of various private and public sector employers, community colleges and other post-secondary schools, and various representatives of the professions. Speakers included representatives from the Bronx Municipal Hospital Center, Chemical Bank, I.B.M., Hostos College, Lehman College, the State Insurance Fund, branches of the U.S. military, and members of such professions as law, investment, and nursing. A total of 140 career-education lessons were presented throughout the year.

OBJECTIVE 18: As a result of participation in the Title VII Cooperative Work-Study Program, students will improve their job placement opportunities while they are gaining greater self-awareness through work-readiness skills and work-study skills activities.

By the end of the 1983-84 school year, a total of 29 program students found employment in both public and private sector areas, including Bronx Municipal Hospital, White Castle, the Alpine Construction Corporation, Irving Trust Company, Bronx Criminal Court, May's Dress Shop, and Grand Union. These jobs included such positions as office worker, sales clerk, file clerk, family counselor, waiter, and kitchen helper.

Affective Domain

To enchance the sense of program students' pride, bilingualism is presented as life-enriching and of great help in the job market. A

number of program students participated in various student activities, or received awards for achievement during the 1983-84 academic year.

Five students of the school's 40 members of ARISTA, the National Honor Society of High School Students, were from the bilingual program. Nine program students were members of the local school honor society, while five program students were members of the Science Math Honors program. Eighty-three students (spring term) received awards for excellence in school subjects, with each student receiving an average of two awards. Ninety-one program students received special awards for achievement.

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The Cooperative Work-Study Program served students who were clearly in strong need of special supportive services in the areas of language and career awareness. A relatively large number of students (220) were served, with two full-time persons -- the project director and his assistant -- responsible for providing most of these services. An extensive career orientation program was developed, as well as Spanish-language materials for the content-area curriculum. Students were encouraged and aided in their job searches, although only a total of 29 program students eventually secured employment. The practical emphasis on preparation for the job world is undoubtedly of benefit to this population, and practical work experience can be invaluable. However, it might be noted that constraints within the job market are severe; few opportunities for work experience exist for teenagers in today's job market, particularly for members of minority groups such as blacks and Hispanics.

The Title VII Cooperative Work-Study Program was designed to coordinate activities with the tax-levy bilingual program. Close cooperation among project staff and bilingual staff, E.S.L. staff, and the assistant principal for foreign languages could be noted. At the same time, the bilingual program at Evander Childs appears to have certain limitations that do not enable it to provide full bilingual services to students beyond the period of one year.

Most bilingual programs with a sizable enrollment of LEP students allow for gradual transition to English-only instruction over a period

of two or three years. It cannot be expected that students who know little or no English, and whose literacy skills in their native language may not be very advanced -- as is the case with many of the Cooperative Work-Study Program students -- will be able to acquire the advanced, school-based oral and literacy skills they will need to compete in mainstream classrooms.

As a result, many of these students appear to be placed in the position of transferring out of Evander Childs after one year, or of opting out of the bilingual program. Either option, particularly for new arrivals in this country, provides a relatively limited opportunity. Transferring to another school may simply provide new arriving students with just one more shock in their academic careers, and interrupt their academic progress. Friendships they may form while participating in the Cooperative Work-Study Program, as well as the support that the program clearly provides, will suddenly be dissolved.

On the other hand, if program students enter mainstream classes at Evander Childs after one year in the bilingual program, they may find themselves falling behind while struggling to learn an alien tongue in an uncongenial environment. Whatever limitations in this regard suffered by the tax-levy bilingual program at Evander Childs, can be safely assumed to apply to the Cooperative Work-Study Program as well.

The Title VII program developed or adapted a number of materials for Spanish-language instruction. It was noted that the linguistic standards in the Spanish texts did not always match the high quality of their English counterparts.

RECOMMENDATIONS

On the basis of observations and discussions with personnel involved, the evaluation team makes the following recommendations:

1. Alternatives to the limited choices program students have at the end of one year in the Title VII program might be developed. In addition, it was not clear whether parents were clearly informed of their options at the beginning of the program, and efforts should be made to ensure that parents have adequate knowledge of the strict limitation of one year participation before their child enrolls in that program. It is hoped that the school administration can provide greater support in developing a more extensive program for LEP students, particularly in view of the demographic trends noted in Section I.

2. In addition to information regarding the skills required by particular jobs, some orientation to the general situation of the current job market and the developing economy could be very valuable for program students and their parents. Such orientation could be especially useful to those new to this country who may have little understanding of the shifts in the job market which have been occurring in recent years. Awareness of the shifting job situation might better prepare students for coping with such shifts over a period of years, and might also make them more aware of the need for post-secondary training of some kind.

3. In keeping with the above recommendation, greater consideration might be given to orienting students towards careers which are outside or beyond the lower echelons of the service sector, such as the professions, technical jobs, and other careers requiring advanced training.

4. Workshops for project staff regarding the shifting nature of the economy, current and potential changes in the job market, and the kinds of skills students will need to make them competitive over the long term in that job market could be particularly valuable. Too great an orientation towards locating a job right away, while providing valuable training for those few students who do obtain jobs while in the program, can turn attention away from the complexities of long-term survival and success in the U.S. economy. Staff training on general economic and job trends can equip staff with a kind of knowledge that few vocational programs offer in the public schools today.

5. Investigation by project staff of curriculum materials in native languages used in other similar bilingual programs throughout the city might solve the apparent problem of less-than-standard Spanish language materials. Other schools with career orientation bilingual programs might provide valuable assistance if contacted.

VI. APPENDICES

APPENDIX A

Staff Characteristics

Function	Percent Time Spent in Each Function	Date of Appt. to Each Function	Education (Degrees)	Certification License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.
ESL Chapter I	100%	9/76	B.A., MA. Fr., ESL	Fr., ESL DHS	8	3	5
Tax Levy ESL	20%	9/70	B.A., M.A. English	English DHS	24	3	2
Tax Levy ESL	20%	2/67	B.A., M.A. English	English DHS	17	2	2
Tax Levy ESL	20%	9/76	B.A., M.A. English	English DHS	6	1	1
Biology	40%	9/63	B.S., M.S. Biology	Bio., DHS bio.	21	4	2
Math (Algebra)	20%	2/72	B.S., M.S. Mathematics	Math, DHS Math.	12	2	1
Math (Algebra)	20%	9/76	B.A., MA. Span., ESL DHS	Span., ESL DHS	8	5	3
Social Studies	20%	9/64	B.A., M.A. Hist.	Soc. Sty. DHS	20	7	2
Spanish	40%	9/76	B.A., M.A. Span. ESL DHS	Span. ESL DHS	8	5	3
Spanish	20%	9/70	B.A., MA. Span. ESL DHS	Span. ESL DHS	14	10	4
Title VII Proj.Dir., Curriculum Specialist	100%	9/66	B.A.,M.A. English Pro.Dip., Ph.D. Admin.	English DHS, SAS Certificate, A.P. Admin. License	18	4	4
Guidance Counselor	60%	9/64	B.S., MS. English,Guid.	English DHS, Guid. DHS	20	10	2

Function	Percent Time	Date Appt.	Education	Certification	Experience	Bilingual	ESL
Title VII Ed. Assistant	100%	9/72	A.A.	U.F.T. Para	12	7	5
Chapter I Ed.Assistant	100%	9/74	A.A.	U.F.T. Para	10	5	5

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APPENDIX B

Course Offerings

Instruction in English as a Second Language and English Reading (Fall)

Course Title and Level*	Number of Classes	Average Register	Class Periods Per Week	Is Class for Program Students Exclusively?	Type of Credit	Paraprofessional Assistance (Y/N)	Description	Curriculum or Material in Use
Ch.I ESL Beginning	2	23	5	No	1	Y	Phonetic activities and morphological structure	Lado Series 1-2 and Workbooks New Practice Reader B
Ch. I ESL Inter.	2	18	5	No.	1	Y	Continued above activities; readings and writing skills	Lado Series 3-4 and Workbooks New Practice Reader D
Ch. I ESL Adv.	1	9	5	No	1	Y	Functional grammar, transformation, reading, writing	Lado Series 5-6 and Workbooks New Practice Reader F
Tax Levy ESL Beg.	1	30	5	No	1	N	Reading for main idea, paragraph development.	Bilingual Business Grammar Graded Exercises in English
Tax Levy ESL Inter.	1	30	5	No	1	N	reading for inference, composition writing.	Selections for Developing Skills Bilingual Business Grammar
Tax Levy ESL Adv.	1	31	5	No	1	N	reading for critical thinking, report writing.	Graded English Exercises Bilingual Business Grammar
Ch.I ESL Beginning	2	23	5	No	1	Y	Phonetic activities and morphological structure	Lado Series 1-2 and Workbooks New Practice Reader B
Ch. I ESL Inter.	2	18	5	No	1	Y	Continued above activities; readings and writing skills	Lado Series 3-4 and Workbooks New Practice Reader D
Ch. I ESL Adv.	1	9	5	No	1	Y	Functional grammar, transformation, reading, writing	Lado Series 5-6 and Workbooks New Practice Reader F
Tax Levy ESL Beg.	1	30	5	No	1	N	Reading for main idea, paragraph development.	Bilingual Business Grammar Graded Exercises in English
Tax Levy ESL Inter.	1	30	5	No	1	N	reading for inference, composition writing.	Selections for Developing Skills Bilingual Business Grammar
Tax Levy ESL Adv.	1	31	5	No	1	N	reading for critical thinking, report writing.	Graded English Exercises Bilingual Business Grammar

Instruction in English as a Second Language and English Reading (Spring)

Ch. I ESL Beg.	2	23	5	No	1	Y	Oral practice and written word structure, reading.	Lado Series 1-2, and Workbook New Practice Reader A
Ch. I ESL Inter.	2	18	5	No	1	Y	Parts of words and sound, con text clues, semantics.	Lado Series 3-4, and Workbook New Practice Reader D
Ch. I ESL Beg.	1	9	5	No	1	Y	Syntactic activities, sentence development, read.	Lado Series 5-6, and Workbook New Practice Reader F
Tax Levy ESL Beg.	1	30	5	No	1	N	Reading of literature, reading skills, writing.	English for International Communications- No, 1
Tax Levy ESL Inter.	1	30	5	No	1	N	Reading of literature, inferential read., writing	Elementary Reader in English
Tax Levy ESL Adv.	1	31	5	No	1	N	Reading of literature, composition and reports	Currents in Fictions What's the Story?

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Instruction in the Native Language(s) (Fall)

Course Title and Level*	Number of Classes	Average Register	Class Periods Per Week	Is Class for Program Students Exclusively?	Type of Credit	Paraprofessional Assistance (Y/N)	Description	Curriculum or Material in Use
L834-42 NLA Introduction	3	34	5	No	1*	N	Emphasis on oral work and structures. City-Wide prep	El Espanol al Dia
L852-62 NLA Intermediate L863	2	34	5	No	1	N	Emphasis on reading and writing. Regents preperation.	Aventuras en la Ciudad Ejercicios en Espanol
L872/73 NLA Advanced L882/83	1	34	5	No	1	N	Emphasis on reading of Lit. in native language and writing composition, etc.	Galeria Hispanica

Instruction in the Native Language(s) (Spring)

NLA Introduction	3	34	5	No	1	N	Emphasis on oral work and structures. City-Wide prep.	El Espanol al Dia
NLA Intermediate	2	34	5	No	1	N	Emphasis on reading and writing. Regents prep.	Aventuras en la Ciudad Ejercicios en Espanol
NLA Advanced.	1	34	5	No	1	N	Emphasis on reading of Lit. in native language & writ.	Galeria Hispanica

* 1 = Course credited towards graduation

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Bilingual Instruction in Subject Areas (Fall Semester)

Course title (track &/or level)	Number of classes	Average Register	Hours per week	Type of credit	Language(s) of Instruction	Used for what % of class time	Criteria for selection of students	Is class for program students exclusively?	Paraprofessional assistance? (Y/N)	% of materials in native language	Do materials correspond to mainstream curriculum?	Are materials appropriate to students' reading level?
demic Biology	1	34	3:20	1*	Spanish	80%	LAB English 0-10	Y	N	80%	Y	Y
Academic Biology	1	34	3:20	1	English	80%	LAB English 11-20	Y	N	20%	Y	Y
Academic Global Hist.	1	34	3:20	1	Spanish	80%	LAB English 0-10	Y	N	80%	Y	Y
Academic Global Hist.	1	34	3:20	1	English	80%	LAB English 11-20	Y	N	20%	Y	Y
Academic Math (Alg.)	1	34	3:20	1	Spanish	80%	LAB English 0-10	Y	N	80%	Y	Y
Academic Math (Alg.)	1	34	3:20	1	English	80%	LAB English 11-20	Y	N	20%	Y	Y

Bilingual Instruction in Subject Areas (Spring Semester)

cademic Biology	1	34	3:20	1	Spanish	80%	LAB English 0-10	Y	80%	Y	Y	Y
demic Biology	1	34	3:20	1	English	80%	LAB English 11-20	Y	20%	Y	Y	Y
Academic American Gov	1	34	3:20	1	Spanish	80%	LAB English 0-10	Y	80%	Y	Y	Y
Academic American Gov	1	34	3:20	1	English	80%	LAB English 11-20	Y	20%	Y	Y	Y
Academic Math (Alg.)	1	34	3:20	1	Spanish	80%	LAB English 0-10	Y	80%	Y	Y	Y
Academic Math (Alg.)	1	34	3:20	1	English	80%	LAB English 11-20	Y	20%	Y	Y	Y

* 1 = Course credited towards graduation

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Specialized Courses (Fall Semester)

Course title (track &/or level)	No. of classes	Average Register	Hours per week	Type of credit	Criteria for selection of students	Is class for prog. student exclusively?	Paraprof. Assistance (Y/N)
Typing Introduction	1	34	3:20	1*	Elective	No	N
Typing Intermediate	1	34	3:20	1	Elective	No	N
Computer Literacy Intro.	1	30	3:20	1	Elective	No	N
Computer Literacy Inter.	1	30	3:20	1	Elective	No	N
Accounting Intro.	1	34	3:20	1	Elective	No	N
Accounting Inter.	1	34	3:20	1	Elective	No	N

Specialized Courses (Spring Semester)

Typing Introduction	1	34	3:20	1	Elective	No	N
Typing Intermediate	1	34	3:20	1	Elective	No	N
Computer Literacy Intro.	1	30	3:20	1	Elective	No	N
Computer Literacy Inter.	1	30	3:20	1	Elective	No	N
Accounting Intro.	1	34	3:20	1	Elective	No	N
Accounting Inter.	1	34	3:20	1	Elective	No	N

* 1 = Course credited towards graduation

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APPENDIX C

Curriculum and Materials Development

Curriculum or Materials	Originally Developed (X)	Adapted (X)	Completed (X)	In Process (X)	Parallel to Mainstream (Y or N)	In Use (Y or N)
Biology		X	X		Y	Y
Math (Alg.)		X	X		Y	Y
Global History		X	X		Y	Y
American Gov.		X	X		Y	Y
TL ESL Beg.		X		X	Y	Y
TL ESL Inter.		X		X	Y	Y
TL ESL Adv.		X		X	Y	Y

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